

Fall 2000

434-340 NUTRITION AND HEALTH: EARLY CHILDHOOD

Professor	Section	Time	Day of Week	Syllabus
Chang	1	11:00-12:15	TR	Syllabus

Fall, 2000 -- [434 340/540](#) -- Section 01

Course Info

Instructor: [Ni Chang](#)

Email address: changn@mail.uww.edu

Goals and Objectives

Students are to understand the significance of nutrition, health, and safety in young children's growth and development, and the intertwined correlation among the three areas. In addition, students will be able to appropriately apply their learned theories into practice to help young children meet their physical needs and ensure their healthy development.

Policies and Procedures

Information regarding academic misconduct, religious beliefs and handicap accommodations, and absences for university sponsored events can be found in the timetable, university catalogs, and student handbooks. For your reference, I have included concise statements of these policies below:

Special Accommodations: Students who have a handicapping condition that may require special accommodations during class or testing should inform the instructor prior to the start of the first class.

Academic Misconduct: The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook titled, Student Academic Disciplinary procedures.

Religious Beliefs Accommodation: Board of Regents policy states that students' sincerely

held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses) of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, please refer to the section in the University Bulletin and the Time Table titled, Accommodation of Religious Beliefs.

Absence for University Sponsored Events: University policy adopted by the Faculty Senate and the Whitewater Student Government states that students will not be academically penalized for missing class in order to participate in university sanctioned events. They will be provided an opportunity to make up any work that is missed; and if class attendance is a requirement, missing a class in order to participate in a university sanctioned event will not be counted on as an absence. A university sanctioned event is defined to be any intercollegiate athletic contest or other such event as determined by the Provost. Activity sponsors are responsible for obtaining the Provost's prior approval of an event as being university sanctioned and for providing an official list of participants. Students are responsible for notifying their instructors in advance of their participation in such events.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodations, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

Students Who Need Accommodations

Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me.

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make appointment with me during the first two weeks of the course. My office hours are listed above.

Required Texts

Marotz, L., Rush, J., and Cross, M. (1993). Health, safety, and nutrition for the young children.(4th edition). Albany, NY: Delmar.

Course Description

A course in nutrition and health pertaining to the needs of the young child of pre-school age through the third grade, with emphasis on teaching the child good food and health habits and aiding nursery school directors and families in utilizing available community resources in health and nutrition.

Office Hours

Office Hours:

Tuesday 8:00-8:30

12:30-2:30

Thursday 8:00-8:30

12:30-2:30

(NOTE: Students are greatly encouraged to make appointments. Please contact with me by email or phone).

Office Location

4050 WH

Communication tools

Email: changn@uwwvax.uww.edu

Phone: 472-5798 (O)

472-9788 (H)

Grading Policy

GRADING:

2 exams (2 at 100 pts each) 200

1 final exam at 100 pts 100

Presentation of

Thinking and Investigation &

The brochure of Thinking and

Investigation 220

Volunteer & Report 100
Reflective journals 100
Class participation (18 at 10 pts each) 180
Lesson plan 100
Hands-on Activities (2 at 50 pts each) 100
Total 1100

945-1050 A
840-944 B
735-839 C
630-734 D
525-629 F

THE EXPLANATION OF THE TENTATIVE SYLLABUS

EXAMS

Three exams, including two unit exams and one final exam, will be administered during the process of this course.

NOTE: Make-up exams will not be given. If absent on exam day, you will be required to complete a research paper, which will be 7-8 pages double-spaced with a minimum of 8 references. This grade will replace the missed exam. Papers will be due on week after the missed exam. If you know you are going to be absent on the night of a scheduled exam, please talk with me prior to that date and special arrangements can be considered.

THINKING AND INVESTIGATION

This is a group project. Each group should have four or five members. Every group member should actively participate in this group project, responsible for gathering data and for the composition of this project. Two parts constitute this final project.

The first part is, as a group of four or five, to design a flyer, brochure, pamphlet by investigating ten breakfast items and/or snack ideas that are nutritious, economic, timesaving, appealing, and delicious for busy parents as well as schoolteachers. Some school teachers concern about those who don't have anything to eat before coming to school and who usually purchase food items out of their own pockets for those who are in hunger. Each group is expected to search for relevant materials in the libraries as well as in grocery stores in order to come up with terrific ideas required. The cover of the flyer or brochure should be designed in the way that is eye-catching. The flyer or brochure should contain the information including (1) the rationale (why do you want to create this flyer/the purpose); (2) the ten food items that are nutritious, economic, appealing, easy to be available/consumed, tasty, and so on; (3) the resources that you have used to locate the ten food items, and the creators' names. DON'T forget that you design an attractive cover

page for the project.

The second part is the presentation of the first part. Each group is given 25 minutes for the presentation at the end of the semester. The presentation should include (1) Why do you select these ten food items rather than other available food items? (2) How do you locate the resources? (3) Your rationale for this project. (4) The feedback given by five people that each group member has interviewed about the brochure that you have made, and (5) What you have learned from the project and from the interview.

REFLECTIVE JOURNALS

You will be required to write two journals that serve the purpose of helping you construct ideas of and reflect upon your ongoing and past learning. The journals also serve the purpose of assisting me to improve our collective efforts in teaching and learning. You are expected to complete your journal in accordance with the given requirement. Points will be deducted from your journals if you fail to do so.

Note: Your journals should be submitted electronically by using WCB or via email.
Thank you!

CLASS PARTICIPATION

This part does not just include physical attendance, but also considered the following elements:

- a. actively reading the required reading before attending the class.,
- b. providing the answers of give exercises indicated on the syllabus,
- c. asking questions to help clarify the puzzlement with,
- d. actively participating in group discussions.

NOTE: Please let me know in advance if you decide to be absent in a class time. Fail to comply with this rule will result in the deduction of points from his or her final scores.

LESSON PLAN

This is a group project. Toward the end of this semester, your group will make a lesson plan that will meet the requirement of nutrition, health, and safety. Your group will meet and select a recipe among the recipes the group members bring in. Based on this selected recipe, a lesson plan is made. Your lesson plan will include objectives (What you expect your children to learn after this activity is done), materials (including the needed utensils and ingredients), procedures, and evaluations (How do you evaluate the result of the activity you have planned for the children).

All the planned activities will be conducted during the examination week. During that week, each group will be given needed ingredients and make the snack as indicated by your lesson plan. When each group completes the activity, the whole class will taste

the result of the activity each group does. The problems and reactions will be discovered in the process of manipulating and completing an activity. Each group then is required to write down the reflective thoughts and the result of the evaluation.

Scores will be given based on the quality of your lesson plan. NOTE: The group lesson plan should be word-processed. Hand-written lesson plan is not acceptable. The plans will be shared with the whole class.

HANDS-ON ACTIVITIES

There will be two hands-on activities in the course of this semester. You are expected to participate in both of the activities. Your absence from these two activities will affect your final scores.

VOLUNTEER WORK

Go and devote 2 ½ hours to a preschool, school or a classroom. While working, you can apply one piece of information that you have recently acquired from this class or information that has been mentioned by your textbook. With the acquired knowledge, you may further expand your understanding of this particular information or help solve an existing problem. After the completion of your volunteer work during the given time or before, please complete a report including:

- 1) What have you done?
- 2) What concept acquired from the class has been employed in solving discovery, inquiry or problem solving?
- 3) What have you learned from this volunteer work?

In the following class after the designated volunteer time, everyone is expected to report his or her achievement.